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ABSTRACT

An evaluation of a foreign language experience program for fourth graders in an inner-city school is presented. First, an introductory section reviews literature on the rationale for and structure of foreign language programs in the elementary school. In the program, students learned about Russian foreign language and culture in a weekly 30-minute segment. The evaluation consisted of (1) interviews with the enrichment and Russian teachers concerning their goals, program content, and classroom techniques considered most effective; (2) interviews with the four classroom teachers involved; (3) interviews with a sample of students; and (4) analysis of this information to determine which activities had the most positive effect on students' attitudes toward foreign language learning. Results were consistent with other research on elementary school foreign language exposure. Students and classroom teachers found the most useful activities to be writing in Russian, singing an alphabet song, and having Russian names. The enrichment teacher's perceptions of effective activities did not match the students' or classroom teachers'. Progress was made toward meeting program goals, and it is suggested that participation of classroom teachers is useful. The interview questions for each group are appended. (MSE)

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The Impact of Russian Enrichment in the Fourth Grade

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Running Head: RUSSIAN ENRICHMENT

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Abstract

The teaching of foreign languages at the elementary level has been regaining popularity within the American education system. The goals of such programs usually encompass both language skill and attitudes, with proposed academic, social, and economic benefits for the individual and for the country. This paper describes a Foreign Language Experience program for fourth graders in an inner-city school, in which students learned about Russian language and culture. The Enrichment teacher, classroom teachers, and a sample of students were questioned about goals, benefits and drawbacks, and successes of the program, with an attempt to determine which activities were the most effective in meeting the stated purposes of the Enrichment program. Those activities that appear to have had the most positive impact on the students are reading the book R and R: A Story about Two Alphabets, viewing slides of Russia, and singing/writing the Russian alphabet.

Introduction

The popularity of foreign language instruction in the elementary grades has been growing for the past few years. Having received some instruction in Spanish during the second grade, this topic has been of interest to me for quite some time. As a Spanish major planning to teach elementary school during the coming year, this interest has deepened. While practice teaching at Clark Elementary School, I was able to observe and participate in several weeks of Russian Enrichment lessons. Intrigued, I decided to find out more about the program- how it is organized and what sort of activities were used- and therefore developed a qualitative study.

After hearing some proponents speak for early foreign language instruction, I decided to research more thoroughly the potential benefits of such exposure. I was interested in how much could actually be accomplished in 30 minutes of instruction time per week, and therefore inquired about the goals and expectations of the Enrichment teacher. In anticipation of eventually utilizing a similar program in my own teaching, I also wanted to find out what kinds of activities were used in the classrooms, and which activities seemed best to advance the goals of the Enrichment.

At the time that the data for this study was being collected, three teachers from Russian sister schools came to visit the United

States, specifically Clark School, for several weeks. This visit presented the unique opportunity to interview those teachers about the part of the program that is being conducted in Russia, and to observe their interactions with the American children.

Literature Review

The popularity of foreign language instruction in the elementary grades has been growing once again within the American education system. After a period of prominence during the 1960's and early 1970's, elementary foreign language study diminished greatly until the late 1980's, when some educators began to rediscover its potential value in an increasingly interdependent world. A growing number of school systems are adding foreign language instruction, at least to some extent, to their curricular and/or extracurricular programs. Several lessons have been learned from the mistakes of the 1960's and 70's, and now these insights into elementary-grade language teaching are being tested.

At any age level there are many probable benefits of the study of a foreign language and culture. "Not only physiological but also social, political, and economic considerations provide strong reasons for learning languages early (Anderson, 1969, p. 45)." Primarily, the benefits are experienced at an individual level:

changed attitudes, broader opportunities, and cultural enrichment, for example. But the impact of just a few individuals can be felt at the national level in areas such as research, politics, and economics. Eventually, then, it is possible to transform the character of international relations by changing attitudes toward cooperation, trust, and community.

The study of a foreign language can be intellectually challenging. It increases knowledge and understanding of one's native tongue (National Commission on Excellence in Education [NCEE], 1983). The Wisconsin Foreign Language Curriculum Planning Guide also credits "improved knowledge of geography" and "greater academic achievement in other areas of study, including reading, social studies, and mathematics" as benefits of foreign language study (Curtain & Pesola, 1988, p. 5). The New York Curriculum Guide for Foreign Language suggests that such study "develops the skills and habits essential to the learning process, creative inquiry, and critical thinking" (Curtain & Pesola, 1988, p. 5). It can also provide access to information that was previously incomprehensible.

There also exist certain social benefits that result from studying a foreign language. It serves as a connection to the world around us, therefore appreciation and acceptance of other cultures

can be cultivated. New doors in the arts, music, literature, and cuisine are opened for exploration. The Wisconsin Curriculum Planning Guide aims for language students to develop a global attitude, and the New York Curriculum Guide lists building a sense of humanity as one of its goals for foreign language study (Curtain & Pesola, 1988). Ideally, with an alleviation of ignorance about other peoples comes the reduction of hostility and mistrust, allowing for the possibility of new friendships.

This appreciation of others is also necessary in the schools due to the large number of immigrants and refugees entering the country. One doesn't have to go very far in order to encounter someone whose native language and culture are different. For this reason, both teachers and students need to be prepared to deal appropriately with cultural minorities in the classroom. Teachers need to set an example of welcome and acceptance. Students can put into practice in their own classroom the lessons they have been learning about tolerance and understanding.

The concept of global education has been gaining support during recent years because it is believed necessary "to prepare our nation's students for a future characterized by change, pluralism, and interdependence" (Rosenbusch, 1992, p. 129). Our citizens need to know how to live, communicate, and cooperate in a world

composed of a variety of ethnic groups, and that goal is most effectively reached by teaching those skills to the younger generations. Rosenbusch describes several units of study on global issues that were developed for use with beginning elementary foreign language students. One of the teachers asked to evaluate a unit stated, "FLES (Foreign Language in the Elementary School) is an ideal place to incorporate global education" (Rosenbusch, 1992, p. 134). For reasons stated later, the elementary grades are more conducive to the study of foreign culture. Therefore, such instruction can also fulfill the increasing call for global awareness among future generations.

Economically, the knowledge gained from foreign language study can benefit those students preparing for a variety of careers, such as commerce, international relations, law, science, and the arts (College Board, 1983). Such knowledge could also give an advantage toward advancement in one of those professions. It gives one assets during business travel and dealing in an international market.

On a larger scale, "a nation's welfare depends in large measure on the intellectual and psychological strengths that are derived from perceptive visions of the world beyond its own boundaries" (President's Commission on Foreign Language and

International Studies [PCFLIS], 1979). What a nation's people perceives and understands about the world influences how that country interacts internationally. For this reason, foreign language and cultural instruction are important, which is why Curtain and Pesola (1988) call it a "valuable national resource" (p. 3). The knowledge of foreign languages gives the nation access to scientific and technological discoveries and research of other countries, thereby allowing the country to hold a place in the global marketplace. It facilitates better business relations between American and foreign corporations. Knowledge of a foreign language can also be useful in matters of national security and defense, and diplomatic relationships could improve as representatives better communicate with each other.

The benefits of foreign language study are numerous and varied. In addition, those benefits have the potential to be even greater if instruction in foreign language begins at the elementary level. The level of proficiency reached and the attitude toward foreign languages and peoples will be most affected by an earlier start. Silber (1991, p. 67) asserts that "development of positive cross-cultural attitudes is a goal of foreign language programs most likely and most effectively reached when foreign language instruction begins in the elementary school." Curtain and Pesola

(1988) suggest that foreign language instruction needs to be included in the elementary curriculum if it is considered valuable:

> Every skill and outcome that is important to society is introduced through the elementary school curriculum... Only when languages become a secure part of the elementary school curriculum will language learning begin to meet the needs so vividly described in the national reports of the 80's." (p. 34)

Several reports from that decade stress the importance of foreign language skills as beneficial for the nation, in ways previously discussed. (College Board, 1983; NCEE, 1983; PCFLIS, 1979)

Proficiency in a foreign language can be obtained only after several years of study. If such skills are considered to be a desirable outcome of foreign language instruction, then a few years of study in high school and/or college are not likely to be sufficient for most. Even a limited amount of exposure to a foreign language over a period of several years during the elementary/middle grades can provide extra practice vital to reaching fluency. In their final report, A Nation at Risk , the National Commission on Excellence in Education encourages this earlier start: "Achieving proficiency in a foreign language requires from 4 to 6 years of study and should, therefore, be started in the elementary grades. We believe

it is desirable that students achieve such proficiency" (p. 26). A solid introduction to foreign language in the elementary years will be the foundation upon which to build further study in the upper grades.

More under consideration here, however, are the affective benefits of starting foreign language instruction in an elementary setting. Younger children are typically less self-conscious and more willing to take risks than most adolescent language learners. Roberts (1986) describes elementary language learners as "more confident" and "more enthusiastic about oral language," (p. 60), citing these characteristics as advantages of early language instruction. Because these students tend to be less inhibited, they will practice more freely the language skills they are acquiring, thus developing those skills further.

Also, children's attitudes toward foreign cultures are more flexible at younger ages than in the teenage years and adulthood. Younger children seem to be more receptive to learning about foreign cultures and peoples, so if a goal of foreign language study is building positive attitudes toward members of other cultures, it is advisable to begin such study before potentially negative attitudes have been solidified. Lambert and Klineberg (1967) suggest that the period in which attitudes toward things foreign

are most impressionable is around the age of ten. Children from several different cultures were surveyed concerning their views toward foreign people, whether they were similar or dissimilar. Lambert and Klineberg found that "there is strong cross-national evidence from our study that children are most inquisitive and friendly toward foreign peoples and most prone to see others as similar at the ten-year age level" (p. 225). Their results also suggested that the children's readiness to like people who are dissimilar tends to decrease after that age.

In their study, Lambert and Klineberg (1967) also looked into how children of various ages come to form opinions about foreign people. The main sources of information that 6-year-olds have about foreign people are movies on television and parents. For 10-year-olds, a shift takes place, and that information comes from movies on television, school coursework, textbooks, and magazines, as do 14-year-olds. Therefore, by exposing elementary school children to foreign cultures in the classroom, it may be possible to have a significant impact on their attitudes toward other peoples as they grow older. It is also important that this exposure introduce the ways in which the other cultures are both similar and different to the children, in order to present a realistic picture of those cultures.

There are three main types of elementary foreign language programs in use: Immersion, Foreign Language in the Elementary School (FLES), and Foreign Language Experience or Exploratory (FLEX). Each program varies according to the amount of time spent learning the language, the means by which the language instruction takes place, and the goals expected as a result of instruction.

Immersion is a program in which the normal elementary curriculum is taught in the target language. Between 50% and 100% of the classroom time is conducted in the second language, but the focus of that instructional time is the regular curriculum, with teaching about the language included as necessary. Because the time commitment devoted to the language is so extensive, the goal of such a program is functional proficiency in the target language. Other goals of immersion are mastery of the content taught in the foreign language, and increased cultural understanding and appreciation (Curtain & Pesola, 1988).

FLES programs provide instruction in the target language for 5% to 15% of total classroom time (Curtain & Pesola, 1988). The goals, therefore, include a more limited proficiency in the language, with greater emphasis on oral language than on written. As with immersion programs, FLES also seeks to develop an understanding

and appreciation of other cultures (Curtain & Pesola, 1988).

Foreign Language Experience or Exploratory (FLEX) programs provide an introductory exposure to foreign languages and cultures. These are short-term studies of up to a year in length, unlike FLES and immersion programs which seek to develop language skills through several years of sequenced instruction. FLEX, on the other hand, does not make attempts toward student fluency, but aims for "an enthusiastic response to language learning in general" (Rhodes & Schreibstein, 1983, p. 28). Generally, FLEX programs occupy about 5% of class time, but the amount of actual language instruction may vary, as some programs place an emphasis on language learning, while others teach students about language in English (Curtain & Pesola, 1988).

By implementing a FLEX program, a school can have a larger degree of freedom in its structure and scope. Scheduling can be flexible because the goals of such a program are not generally extensive, so they "can be met with relatively few and short class periods" (Rhodes & Schreibstein, 1983, p. 30), and shorter time block are easier to fit into a classroom schedule. Also, since student proficiency is not a goal, a FLEX teacher does not necessarily have to be completely fluent in the target language

(Rhodes & Schreibstein, 1983). This characteristic allows for the utilization of community volunteers and classroom teachers who have had some foreign language study, but may not be fluent in the language.

The goals of a FLEX program are not as linked to proficiency in a language as they are for FLES and immersion. Curtain and Pesola (1988) list the most common goals for FLEX programs:

*introduction to language learning

*awareness and appreciation of foreign culture

*appreciation of the value of communicating in another language

*enhanced understanding of English

*motivation to further language study (p. 26)

Rather than primarily seeking to build strong foreign language skills during the elementary grades, a FLEX program tends to focus more on the affective areas of language learning. Students are taught some basic words and phrases, while teachers seek to make this initial language learning an enjoyable experience.

A sister school arrangement could be combined with any of these three language programs (FLEX, FLES, or immersion) to provide students with an opportunity for interaction with children in another country. A school in this country is paired with a

school in a foreign country for purposes of exchange. Curtain and Pesola (1988) describe such a pairing where students asked questions about life in Germany, sent materials that provided information about their school and community (e.g., newspapers, TV listings, catalogs), pictures showing aspects of their daily lives (e.g., school, pets, home, school bus), as well as some music. In return, they received a similar package of materials. A big drawback to a sister school program, however, is the high cost of mailing packages of information, phone calls, and any other methods of communication, which will continue over a period of years, making funding difficult (Pryor, 1992). Pryor states that such school partnerships "have proved themselves to be a highly stimulating and profoundly motivating way to give young people, educators, and others a global perspective" (p. 399). This type of program can give students an ideal means of investigating and understanding another culture, because their information comes directly from someone living in that culture--someone their own age who expresses the same interest in learning about others. "Students not only need to learn facts about other countries, but they need to learn through experience how to relate and communicate effectively with people from other nations" (Pryor, 1992, p. 399). A sister school pairing can reinforce elementary

language programs by providing such exchange opportunities.

There are a variety of materials and activities that can be used in teaching elementary children about foreign languages and cultures. Erikson, Forest, and Mulhauser (1964) give some suggestions to utilize while investigating culture, such as folklore and other children's literature from the target country/group. Also, since children are interested in the lives of others their own age, Erikson et al. advocate playing foreign games and talking about school and what children in other countries do during their free time. Encompassing each of these areas, Erikson et al. emphasize using realia--slides of sites in the country, films about life there, pictures of people and places, and especially objects from the country of study. In order to foster an understanding and appreciation of another culture, the students need to see how those people live. Therefore, the teacher's task is to make that country come alive in the classroom, using the resources available. The more authentic the materials, the better picture of the culture the students will form.

Curtain and Pesola (1988) describe many possible activities to use in an elementary foreign language classroom. These descriptions emphasize a need for communicative situations, where the exchanges are realistic, not artificial, and meaningful for

the students. The first mentioned is games, which provides motivation as well as a context for practice. Also described are language-experience activities "that involve children in concrete experiences surrounded by language" (p. 122). Others are songs, rhymes, and finger plays to introduce common expressions, and dialogs, which can accomplish the same ends. Role play gives students a chance to be creative in unexpected situations, and working in small groups or pairs is a means for children to orally communicate while solving a problem or completing an assignment. The activities described provide a number of ways for students to practice vocabulary and grammar in meaningful situations.

Procedure

This study was conducted in Spring 1993 at Clark Elementary School in Charlottesville, VA. The fourth grade classes spent 30 minutes weekly throughout the entire school year in Enrichment focusing on the Russian language and culture.

First, the Enrichment teacher was interviewed about her goals for the program, both small- and large-scale, short- and long-term. She was also asked about the content of the program, and which activities she considered to be the most successful and enjoyable for the children.

Next, the four classroom teachers were interviewed concerning their views of the program and their involvement in the Enrichment activities. They described their perceptions of student attitudes toward the Enrichment experience. They were also asked to evaluate what they thought were the most successful activities of the program.

Then, a sample of students was selected to be interviewed. Because the students were already known to the interviewer, they were randomly chosen from the class rosters by highlighting every fifth name. The students were asked about their interest in and knowledge of foreign languages and countries, and about their favorite activities during the Enrichment time.

Due to the visit of three Russian teachers at the time this information was collected, an interview with them was also conducted. They were questioned similarly to the Enrichment teacher and classroom teachers--concerning goals, benefits and drawbacks, and activities of the program.

Finally, all of the information collected during the interviews was assembled and analyzed in order to determine which activities had the most positive effect on the students' attitudes toward learning foreign languages, both at the present and in the future.

Results

The responses given by each group interviewed will be presented separately. The questions asked of each group can be found in the appendix.

Enrichment Teacher

First, as an introduction to the program, the Enrichment teacher discussed the history of the Russian partnership. About three years ago, a literary project that brought Russian and American authors together to write a book sparked an exchange between nine or ten U.S. and Soviet schools. Clark Elementary became involved through a friend of a teacher there. In the first year of the program, the children of the two countries exchanged letters. During the second year, the Enrichment teacher visited Russia, and the letter writing continued. This year, the third, three Russian teachers visited the United States, and the schools continue to exchange packages.

The Enrichment teacher articulated her goals for the program. The more immediate goals include sharing writings and art, learning a little of the language, and learning about Russian culture--games, songs, and customs. She also wanted the students to understand more about their own culture as they selected items that characterize American life to

send to the Russian children. On a larger scale, she hoped to broaden the students' experience, opening their minds to new possibilities, "celebrating culture," and finding "common elements" between the different peoples. She wants the students to have an "understanding of similarities and differences of children living in other countries," to learn tolerance, and eventually to "see themselves as part of a bigger world." This commonality could then lead to a sense of "shared responsibility" for the world, as in the case of caring for the environment, and would hopefully enlarge to include a tolerance for and acceptance of the people around them.

Activities that the Enrichment teacher mentioned as being successful were working with the calendar, playing "What is it?" to practice new vocabulary words, and making flash cards of the Russian vowels. She also said that the children were very interested in the McDonald's menu that she had brought back from her trip to Moscow, and that they liked singing, "May there always be sunshine," a Russian folk song.

Classroom Teachers

Each of the four classroom teachers had studied some foreign language in high school, but had no prior experience with Russian. All four teachers usually stay in their classroom and

participate with the students during the Enrichment time. Also, each of the teachers expressed a positive attitude toward the program, citing more benefits than drawbacks and relating their students' excitement about it.

The benefits and drawbacks of the program that the teachers mentioned are found in Table 1. Most of the benefits can be categorized under two general topics: exposure to another part of the world, and seeing similarities between people. Many of the drawbacks given are connected to the sending of letters/packages to the sister school in Moscow. The remainder deal mainly with the amount of actual instructional time in the classroom.

Insert Table 1 about here

In describing student attitudes toward the Russian Enrichment, all of the classroom teachers used the word, "excited." They reported that most of the students were interested in learning Russian and about Russia, and that some displayed interest in other languages by taking part in a Spanish extracurricular club. Two teachers mentioned that the students get ready to stand as the teacher enters the room, as students would do in Russia. One teacher gave the example of a child who

is usually difficult in the classroom, but during Enrichment time is "perfect," "interested," and the "best student" in the room.

When asked to describe the most successful activities, in their opinion and according to their students' comments, the teachers gave many examples. All of the teachers said that writing in Russian is a favorite of many of the girls because it is "like calligraphy." Three mentioned the alphabet, two said having Russian names, and three mentioned Russian crafts, such as making Ukrainian eggs. Other activities listed were greetings, a game called "Goosey Goosey," songs, labeling objects in the room with the Russian name, and making things to send to the Russian children.

Russian Teachers

The three visiting Russian teachers were asked questions similar to those directed toward the Enrichment teacher and the classroom teachers (see appendix). Their goals for the partnership with an American school include finding out about the "life of American students--their families, and how children grow up" in the United States. They also want to know about the American educational system, such as the "kinds of lessons" that are taught. One teacher remarked, "Our children must grow up knowing each other," illustrating the goal of forging a friendship between the

United States and Russia.

The benefits cited by the Russian teachers centered on good relations between citizens of the two countries. They said that the "children must be together" in science, research, and friendship, and that they "don't want war." Therefore, it is hoped that through this program an understanding between the two nations can be built. On the other hand, one of the drawbacks of the program is that mailing packages is "too expensive." They also suggested that an exchange of students be added to the partnership--for the children to live in the other country for a period of time.

The teachers said that the Russian children enjoy hearing about the "usual life of American students." They want to know about their school, games, and after school activities. They like to talk about the weekly phone call that occurs between the Enrichment teacher and their teacher. One other activity that was mentioned was an ecology project, where a birch tree sent from the United States was planted. The comments that were made concerning the Enrichment teacher's visit to Moscow last year reflected the enthusiasm of the students there--"they were ready to be with her from early in the morning to late at night." The Russian students "want Americans to come see them," and

wish that the "students would live in their house."

Students

The aspects of the Russian Enrichment program which students most frequently mentioned when asked what they like/don't like are listed in Table 2. The number of times that each response was given is noted in parentheses. For favorable activities, other responses that were given only once include writing letters to the Russian children, singing songs (in general), looking at objects that the teacher brought from Russia, and playing "Goosey Goosey." One student said that he didn't like "that I wasn't in Russia" because he "would like to travel there one time." One other student said that he didn't really like the Enrichment because "it's boring" and "takes up class time."

Insert Table 2 about here

All of the students were able to give at least one piece of information about Russia, and most could tell several. A majority of the students mentioned the high cost of living there, some describing specific goods such as shoes, food, and McDonald's menu items. Four students described some aspect of school, four mentioned the weather, and three said that they speak a different

language. Three students referred to some slides they had seen, and one student explained that it's night there while it's day here. One student told how people were not allowed to leave Russia--they would get killed--but he "[didn't] think that's happening now."

When asked if they knew any words in any other languages (aside from English and Russian), 10 out of the 16 students said that they did not. The rest claimed to know some Spanish, and two of those students knew one word in an additional language. Those six students generally could say some of the numbers, and one knew multiple-word phrases.

Concerning future language study, 14 of the 16 students said that they would like to learn another language sometime. One student replied, "No," and the other said, "Maybe." When asked what language they would study, many of the students gave more than one answer. The most popular response was French (ten students), followed by Spanish (nine), German (two), and Russian (two). Others that were mentioned once were Italian, Chinese, Irish, Hawaiian, and Hindi. One student, who named several languages in response to the question, stated his reason: "so I can be like Thomas Jefferson by learning seven languages." Chinese was mentioned "because we studied China in third grade," and

Hindi was included due to a recent visitor to the school.

Discussion

The ideas expressed by the Enrichment teacher, classroom teachers, and Russian teachers are consistent with the research found concerning the benefits and goals of elementary foreign language exposure. Like other FLEX progras, this Russian Enrichment introduces a foreign language and culture with the intention of stimulating an appreciation of other cultures and motivating students to further language study. The students were introduced to both similar and dissimilar aspects of the Russian way of life, and therefore had the opportunity to broaden their knowledge base. They learned some common and useful words in the target language as well.

Concerning the successful activities listed by the several groups, it appears that the responses given by the classroom teachers and students were the most similar. Members of both groups said that writing in Russian, singing the Alphabet Song, and having Russian names were well liked. Mentioned once in each group were the Goosey Goosey game and sending things to the Russian children.

Probably one reason that the Enrichment teacher's responses didn't match either of the groups' answers is that she is

only in the classroom for a limited period of time each week, and therefore doesn't receive as much feedback from the students as the classroom teachers do. Several of the children did remember the McDonald's menu and the discussion that day, because they talked about how expensive life is in Russia--in terms of Cokes and chicken McNuggets. Also, the Enrichment teacher was interviewed before any of the other groups, and some of the activities that were frequently mentioned took place between those time periods. This is the same reason that the classroom teachers did not mention the book R and R: A story about two alphabets, though some of them praised it later.

Judging from the students' responses, it would appear that this Enrichment program has made great strides toward meeting its goals. The students were able to share writing and art with the Russian students, as well as other aspects of American culture (e.g., chocolate candy) with their Russian sister school. They learned some words and phrases in Russian, along with the alphabet and some songs. Through slides, pictures, and Russian objects, students were exposed to a different way of life, yet they were also presented with similarities between the two cultures. Two of the classroom teachers emphasized the necessity for such exposure to another country, as many of the students have never

travelled outside the city limits and, as a result, have no solid concept of the world surrounding their own neighborhood. Thus, the students' experience was broadened, as a whole new country was opened up for their investigation. Many students appeared to have formed a bond with their Russian peers, as evidenced by some of their responses to the "What don't you like?" question. Some said that they didn't like that it costs so much to live in Russia, displaying an identification with and an empathy for the people of Russia. That sort of attitude is the foundation for seeing oneself "as part of a bigger world."

A FLEX program attempts to give students a positive first experience with foreign language in order to motivate them to future language study. Considering the classroom teachers' description that their students were "excited," and that most of the students said that they "like everything," it appears that interest at the present is high. Motivation for future language learning also seems high, since 14 of the 16 students intend to study one or more languages. Interestingly, the student who said that he didn't like much about the Russian Enrichment indicated that he would like to study French, so he probably would have had a favorable opinion of a French Enrichment program.

From the information collected during this study, one can

conclude that a FLEX program such as this one can provide a good beginning towrd meeting the goals of foreign language study. The benefits of elementary foreign language instruction are similar to those of high school and college classes, and some affective aspects may be even greater during the younger grades. Thirty minutes of weekly instruction can be sufficient in providing an introduction to another language and culture.

The participation of the classroom teachers in the Enrichment time further advances the goals of global education. It is demonstrated to the students that their teachers see value in foreign language learning through their presence and enthusiasm. Also, the teachers have the opportunity to learn about other cultures, and how coming from different backgrounds will have an influence on people's behavior in many situations. Therefore, they will be in a position to be more tolerant and accepting of the various cultures represented in their classrooms, just as they teach their students.

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Table 1

Classroom teachers' opinions about Russian Enrichment

Benefits	Drawbacks
exposure to different cultures (3)	not enough time (get started late)
see what we have in common	long time to send packages and translate
fascinated by similarities and differences (3)	not always once a week due to scheduling conflicts
widen horizons	expense of mailing
letter writing with children in other countries	some children aren't interested
change perceptions about Russia	
get rid of stereotypes	

Table 2

Students' rating of activities

Like	Don't like
R and R: A story about two alphabets (6)	nothing (4)
alphabet- saying/singing (6)	like everything (4)
alphabet- writing (2)	reviewing words (2)
writing in Russian (7)	saying alphabet (2)
slides of Russia (4)	saying Russian names (2)
coloring pictures (3)	

Appendix

Enrichment Teacher Interview Questions

1.Tell me about the history of the Russian program at Clark.

2.What are your goals for the program (broad)?

3.What are your specific goals for the fourth grade students at Clark?

4.What kinds of activities do you do with the classes?

5.What activities do you think were most successful?

Classroom Teacher Interview Questions

1.What formal language training have you had?

2.What experience with Russian have you had (if any)?

3.What do you see as the benefits of the Russian Enrichment program?

4.What do you see as the drawbacks of the program?

5.Do you think that 30 minutes a week is an appropriate amount of time for the program?

6.Do you stay in the room during Enrichment time? Do you participate or observe?

7.Does your class seem to be interested in learning Russian and about Russia? About any other foreign languages?

8.Do your students ever ask if they can study about other

countries?

9.What do your students say when they know it's time for Enrichment?

10.What are the most successful activities/lessons that you have observed?

11.Did your students tell you about any activities that they especially liked?

Russian Teacher Interview Questions

1.What are your goals for your partnership with Clark School?

2.What do you think are the benefits of this partnership?

3.What are some of the drawbacks of it? What could be improved?

4.What sort of activities do your students do as part of the program?

5.What are the students' favorite activities?

6.Tell me about when Nina (the Enrichment teacher) came to visit.

Student Interview Questions

1.What do you like about the Russian Enrichment that Mrs C. teaches?

2.What don't you like about it?

3.What is your favorite thing that Mrs. C. did in your class?

4.Tell me something about life in Russia.

5.Do you know any words in any other languages? Which languages? What do you know how to say? Where did you learn those things?

6.Would you ever like to study another language? Which one(s)?